

REPORT FOR A COMMISSIONER OF THE INTERIOR

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Volume 1

I. Introduction

The purpose of this proposal is to bring about an urgently needed educational center in Newark.

The role of this center, as we envision it, will be to serve as a community educational guide and mobilizer bringing the community fully into the much needed efforts to close the overwhelming educational gap that now exists in Newark, especially in the ghetto areas.

The Community Educational Center would develop educational help programs that serve to close the learning gap for the children until such time that the public school curriculum has been revamped and adequate facilities are established. The Center would carry out this work in the following ways.

A. Community Involvement Through Training and Participation:

Our experience convinces us that we can make the most progress in overcoming vast educational lags that exist in Newark if we are able to train parents and other community people to play a role working in the help programs as well as in the home. This involvement will serve to raise the total educational level of a community that has been deprived of standards and goals.

B. Community Help Programs on the Primary Level:

Thousand of children particularly from the ghetto area need specialized concentrated help. The Center would be responsible for organizing such programs within the center as well as in neighborhood churches and facilities.

The purpose of this report is to provide a comprehensive overview of the current state of the research in the field of [topic]. The report is organized into several sections, each focusing on a different aspect of the research. The first section, titled "Introduction", provides a brief overview of the field and the specific research questions being addressed. The second section, titled "Literature Review", discusses the existing research on the topic and identifies the gaps in the current knowledge. The third section, titled "Methodology", describes the research methods used in the study, including data collection and analysis techniques. The fourth section, titled "Results", presents the findings of the study, and the fifth section, titled "Conclusion", summarizes the main results and discusses their implications for future research.

The research was conducted using a combination of qualitative and quantitative methods. Data was collected from a series of interviews with experts in the field, as well as from a survey of a larger group of participants. The data was then analyzed using statistical software and thematic analysis techniques. The results of the study indicate that there is a significant relationship between [variable 1] and [variable 2], and that this relationship is mediated by [variable 3]. These findings have important implications for the field, as they suggest that [implication 1] and [implication 2].

In conclusion, this study has provided a detailed examination of the research in the field of [topic]. The findings suggest that there is a need for further research in this area, particularly in the areas of [topic 1] and [topic 2]. The report also highlights the importance of continued collaboration between researchers in this field, as well as the need for more rigorous research methods and standards.

B. (continued)

The program would initially give priority attention to study help programs for grades kindergarten to sixth although it is expected that the Center would develop tutorial and language arts programs for grades 7 through 12 when the primary program has been established.

One of the many tasks of the Community Educational Center is to bring in resource people to help us develop the use of new materials and tools for language arts and math, many of which are not in use in our schools.

C. Job Preparation and Training:

Too many of our young people are leaving or graduating from the high schools without adequate preparation for the world of work. Our experience in this area convinces us that this will be one of the most important tasks that the Center can perform. As matters now stand, opportunity and help for young adults in this category are limited.

While the Center would concentrate on the young people, we envision the possibility of help for parents and older adults in this area of preparation. This aspect of the program would provide help for those adults who already have jobs and want to improve their skills for upgrading opportunities.

II Work Program

A. Community Involvement through Training and Participation

All of the available facts regarding the Newark schools' learning problems make it mandatory that the community take a larger hand with educational help programs. Our experience has shown that we can make the most progress in closing the vast educational gap through training and participation of the community people.

In this connection, we propose that the Educational Center establish special courses to acquaint community people with:

1. The learning problems in language arts.
2. The learning problems in math and science.
3. Working with children in the community and at home.

Consultants would be used to help conduct workshops and to help plan the programs and materials to be used at the second stage in the actual Help programs. There are a number of new materials, new equipment and methods that the children in Newark do not have advantage of, despite the fact that Newark has received considerable funds under title I of the Elementary and Secondary Education Act.

The Educational Center will introduce parents and children to new learning tools that are not being used in the regular school day. Parents and other community people would be trained to assist in the Help programs and to work with other parents in the home.

A. (Continued)

Thus, the Center must provide an educational model for the community that will have impact on mobilizing the community to press for complete curriculum changes in the schools.

B. Community Help Programs on the Primary Level

Crusade for Learning, a community group that conducts Help programs on a volunteer basis has already moved in this direction. Last school year (1966-67), Crusade for Learning conducted an after school Study Help Program for some 200 children in the Madison Avenue Elementary School. Volunteer parents, high school and college students worked on a concentrated basis in language arts and math with 3-4 students each. Children in the after school program ranged from grades 1-6 since this age level was seen as a priority group to bring up to grade level in language arts and math.

The Crusade Project used i/t/a (initial teaching alphabet) as a remedial reading tool. The workshop for volunteer teachers and aides was conducted by Professor Mazurkiewicz, Newark State College, who conducted the study of the use of i/t/a in the Bethlehem, Pennsylvania School District. Other language arts innovations would be taught and used in the program since we are convinced that these new approaches are necessary if we are to help close the learning gap for the children in the ghetto.

In the neighboring city of Orange, New Jersey, the Help programs convinced parents and faculty alike, this kind of community program can work when properly applied.

The Community Educational Center would use consultants to acquaint and train professionals and community people in the use of the latest materials and methods in language arts and math.

B. Community Help Programs on the Primary Level: (Continued)

Community people would serve as aides and helpers in the Help projects. Thus, adults and high school students would be given a working acquaintance with new approaches in order to help the children in the Center and work with other parents in the home.

C. Job Preparation and Training:

Newark, like most major cities faces a serious problem of overcrowdiness and the lack of adequate facilities to meet the educational needs of all of it's school age students. High School students as well as elementary students have found themselves going to school in shifts of five (5) hours or less to make room for their other classmates. Added to this situation, in many instances, children return home to poor housing, overcrowded conditions, lack of space to prepare homework and lack of motivation because school and home affords very little toward which he can look for becoming a successful adult.

Research has shown that too many high school young people graduate from high school functionally illiterate, lacking in basic skills to secure employment or to compete in the labor market. There will be a concentrated effort to make this aspect of the program available to young men since they suffer most from lack of job training and opportunity. The center could make a significant contribution toward eliminating the problems in this area.

The Center should provide an accelerated general educational program based upon new approaches for teaching young adults basic language arts and math skills as pre-job preparation and orientation.

We propose that the center undertake the following task:

1. Short range concentrated efforts in job orientation
2. Act as a feeder link to existing skill centers
3. Serve as an educational guide in the area of job training
4. Job placement
5. Conduct training courses in the following specific areas:

Clerical - With the development of many new programs, job possibilities are increasing in this area. Contact with state and local employment agencies convinces us that there are demands for skilled workers in this area. Trainees would be assigned a given number of paid hours in regular office work. (See Appendix B)

Food Service

There is a vast turnover in the food industry and at the present time, industry has no job training program to take care of the numerous needs in hospitals, restaurant, hotels and other food establishments.

Appliance Repair

Contact with major appliance companies reveal that there are not enough trained repairmen to take care of the great need in this area. Technical schools are more geared to generalizations. Here, persons receiving training would get experience for specific new type equipment.

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Programmatical
Bd. To make decisions + act
members from L. S. C.
start ind. things immediately
Gen. Plan - A - B - C

New plans - discussed & submitted
to the Bd. Develop know-how -
or work

Super at Dartmouth
Division of work -
Vaughn